

School No.: 157627

Quality Review Report (Translated Version)

The Evangelical Lutheran Church of Hong Kong Cheung Wah Kindergarten

**Units 101-108 & 113-115, G/F, Cheung Fung House, &
102-107 Cheung Yue House, Cheung Wah Estate, Fanling, New Territories**

29, 30 May & 1 June 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 29, 30 May & 1 June 2023

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 The school maintains liaison with the affiliated kindergartens of the organisation to collaboratively coordinate joint-school teacher training and parent-child activities, organise an inter-school core group to discuss the strategies of learning and teaching as well as arranging mutual visits for the schools to promote cooperation and communication. In view of the school's development needs, the management arranges school-based teacher training and peer lesson observations to facilitate the professional growth of the team. The management has served the school for years and is familiar with the school operations. Moreover, it sets forth explicit guidelines for staff members to get a grasp of their responsibilities at work, leading to a smooth operation in routine work. Members of the teaching team are working in harmony.
- 1.2 The school recognises the rationale of school self-evaluation (SSE). Every year, the management leads the team to make reference to the activity reviews and stakeholders' views to jointly evaluate the work effectiveness of the school in various areas while discussing the development direction of the next stage. In the previous school year, the school kept pace with the trends in curriculum development to regard increasing the opportunities for children to explore freely through play and building positive values in them as its major concerns. It deployed strategies mainly in the aspects of teacher training, activity design and parent education, which helped the implementation of the plan. There are expected personnel changes in the school this school year, so it considers strengthening the team spirit as the major concern. The school employs strategies including conducting social activities for the team to create a proactive working atmosphere. Another major concern of the school is to improve the environment to enhance children's learning effectiveness. The school sharpens teachers' skills in setting up the interest corners by acquiring more equipment and training. The plan is being carried out gradually.
- 1.3 The school accepts children with diverse needs. It sets clear identification and referral mechanism, solicits external resources and maintains communication with

professionals to provide appropriate support services for children. The school arranges suitable activities for children who are newly admitted and those who are about to promote to primary one so that they can adapt to school life the soonest and release the emotions caused by transitioning to primary school. Parents are partners of the school. The school utilises various channels, such as newsletters, lesson observation for parents, and parents' meetings, to facilitate their understanding of its education rationale. The school strategically plans the parent education activities in the aspects of parents' well-being, parenting skills and relationship with their children, so as to meet parents' needs. Besides, the parent-teacher association has established for years. It synergises parents' efforts to assist in organising activities while serving as a bridge in home-school communication to strengthen exchange with each other. Parents recognise and support the school. They join hands with the school to nurture children.

2. Learning and Teaching

- 2.1 With reference to the teaching packages and according to the review findings of the previous school year, the school makes amendments to the curriculum outline and formulates the themes of each grade level. The learning content is in line with children's development, life experiences and needs, covering the six learning areas. Regarding national education, the school arranges different festival celebrations and provides access to traditional art and culture, such as allowing children to try ink painting and embroidery, to deepen children's understanding of Chinese culture. Children are given sufficient time to participate in music, physical and art activities every day. However, the learning content of English and Putonghua activities is rather irrelevant to the themes. The school is advised to strengthen the connection between the activities and thematic content to reflect the comprehensiveness of the curriculum. In respect of free choice activities, it is necessary for the school to keep following up on the recommendations of the previous Quality Review as the free choice activity time for individual whole-day classes is quite inadequate. The school is required to improve such situation. In addition, some of the homework design of K3 is relatively difficult and must be removed.
- 2.2 A curriculum management mechanism is in place in the school. The management leads teachers to conduct collaborative lesson planning, devise learning content and teaching strategies in alignment with the themes. In tandem, it keeps track of the

curriculum implementation through attending meetings, scrutinising documents and observing lessons. In order to customise the teaching design for children's needs, before the start of each theme, teachers will document children's performance in play and refer to such information for refining thematic learning activities. They also reserve some time to carry out class-based activities before the end of a theme. In this way, teachers can organise activities to consolidate or extend children's learning in view of children's needs and interests of their classes. Teachers assess children's learning performance in relation to the objectives of thematic learning. They make use of the assessment information to examine the teaching materials and strategies regularly to inform the curriculum planning. Yet, teachers mainly discuss the design of thematic learning activities in curriculum meetings while seldom talk about music, physical and other activities. The management could steer teachers to evaluate the learning effectiveness of different activities holistically, with a view to boosting the overall efficacy of learning and teaching.

- 2.3 With respect to the major concern of improving the environment to enhance learning effectiveness, the school has added quite a number of play facilities and materials on campus, including climbing frame, scribble wall and an array of physical equipment. Furthermore, a weekly extended physical play session is arranged for all classes so that children can use different materials freely to play alone or with peers. Every classroom is distinctively decorated to foster children's sensory development. Teachers provide different materials for children to unleash their creativity to design their own games. Apart from placing various teaching tools in the classroom learning zones for children to manipulate, teachers also put tiny house plants, small fish tanks and so forth in the exploratory corners to cultivate children's observation skills. Besides, the school sets up reading corners in the classrooms to help nurture reading habits in children. Moreover, teachers replace the books in each class at an opportune time to freshen up the reading materials. As observed, quite a number of children loved reading. They were willing to share the stories with peers as well. Children actively participated in corner activities during free choice activity sessions. The effectiveness of the plan is evident. Teachers observe children's activities and interact with children from time to time to encourage them to try playing different games. In general, the large electronic screens in the classrooms stay on for a long time, causing an increase in screen time for children. Teachers are required to turn off the screens when not in use and pay attention to the children's viewing distance when using the screens, with a view to safeguarding children's health.

- 2.4 Teachers understand children's learning and development through continuous observation. They also create learning portfolios for children to maintain assessment information including thematic assessment forms, observation records and child performance analysis. The assessment items are formulated according to the learning objectives, covering the six areas of learning. Additionally, children's learning and development at each stage is reflected in the summative assessment report of each school term. Teachers disseminate assessment information to parents in a timely manner to keep them informed of their children's growth. Teachers leverage the child assessment information to reflect on the effectiveness of teaching strategies and curriculum arrangement.
- 2.5 Teachers are conscientious in teaching. They speak clearly and their words are inspiring. Teachers make teaching tools meticulously to help children understand the learning content. Their classroom management is also good as they always praise children to strengthen children's performance while paying attention to and giving reminder for children's postures in writing and sitting. During physical play, teachers observe children's performance and play with them when necessary so as to stimulate their participation. Nevertheless, teachers are required to be heedful of children's amount of exercise during play to ensure that children have adequate opportunities to train their gross motor skills. Teachers lead children to make a brief summary after the learning activities to consolidate learning. In order to enhance the review effectiveness, teachers are advised to be more aware of children's performance when observing their play. They could guide children to express their ideas, or invite other children to share their views, thereby further motivating children to participate in games and increasing their creativity. In music activities, teachers lead children to experience the changes in pitch through music and movements. However, when learning rhythms, teachers may guide children to feel the note values by moving their body. Teachers must keep a steady beat when giving children demonstration to develop their sense of rhythm.
- 2.6 Children are courteous, friendly and amiable. They get along well with others and take the initiative to greet and thank others. Children follow the classroom routines. They are patient and listen to the stories attentively. Children are familiar with the rules of the games. They choose their favourite items to carry out activities eagerly and enthusiastically.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE mechanism, with explicit steps for conducting self-evaluation. When formulating plans, the management is advised to lead teachers to prepare collaboratively and think about the work strategies from multiple perspectives. They could also review the implementation of the plans in a timely manner and adjust the work flexibly based on actual needs so that expected results can be achieved and the effectiveness of the plans can be further enhanced.
- 3.2 The school is required to continue revising the daily schedule of individual whole-day class and provide adequate opportunities for children to take part in free choice activities. In tandem, the school must remove the inappropriate homework content to meet children's developmental and learning needs.